



Red Bank Elementary

246 Community Drive
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	608 Students	
Principal	Marie G. Watson	803-359-6101
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

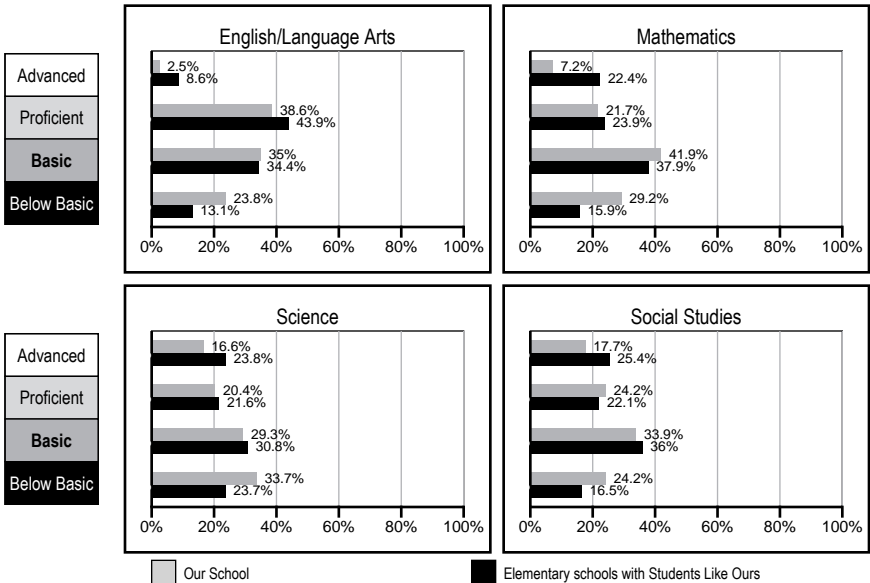
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	27	45	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=608)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.6%	1.8%	2.3%
Attendance rate	95.9%	Down from 96.0%	96.5%	96.3%
Eligible for gifted and talented	14.6%	Down from 17.4%	16.6%	10.4%
With disabilities other than speech	10.1%	Up from 7.8%	6.6%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	80.4%	Up from 72.6%	60.4%	56.7%
Continuing contract teachers	75.0%	Down from 80.8%	81.6%	77.3%
Teachers with emergency or provisional certificates	2.1%	Up from 1.5%	0.0%	0.0%
Teachers returning from previous year	81.5%	Down from 91.0%	89.5%	86.4%
Teacher attendance rate	94.8%	Down from 95.0%	94.7%	94.9%
Average teacher salary	\$49,243	Up 8.1%	\$46,636	\$45,345
Professional development days/teacher	9.4 days	Up from 8.3 days	13.2 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 22.8 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 89.7%	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,387	Down 4.7%	\$6,488	\$7,052
Percent of expenditures for instruction*	73.8%	Down from 75.7%	69.8%	69.1%
Percent of expenditures for teacher salaries*	71.2%	Down from 73.2%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Red Bank Elementary has embarked on a journey of systemic change in order to improve student achievement. Certified and support staff joined forces with a new purpose: Successful Learning for All. Our emphasis on student achievement has resulted in the use of student data to make informed decisions about instruction. Our focus has shifted from teaching to learning. We use assessment data to learn what students know and to make decisions about instruction when students have not learned.

In 2007–2008, we implemented a Response to Intervention model. Every student in our school was given a benchmark assessment for reading in the fall, winter, and spring. This data was used to determine if students needed reading interventions. The progress of students with interventions was monitored each week. A Response to Intervention team met weekly to review data and make decisions about appropriate interventions. Through this process, we learned that some of our students had barriers to learning. More than 30% of our students in the upper grades demonstrated a weakness in reading fluency, and a similar percentage demonstrated weakness in phonemic awareness and decoding skills in the primary grades. By year's end, our students had made significant improvements, particularly in the lower grades, in reading skills. Our kindergarten teaching team recorded the most improvement with only one student remaining at risk at the end of the year in reading skills, as measured by the Dynamic Indicators of Basic Early Literacy Skills assessment.

In year two of our Positive Behavior Supports School Improvement Grant, we implemented a system for recognizing appropriate behavior to encourage students to work together in a respectful environment. Our emphasis of Respect, Belong, Excel, and Serve was promoted each day through announcements and "Thumbs Up" recognition for students who demonstrated the expected behaviors. Celebrations were held to acknowledge students for school and bus behavior. We observed a decrease in the number of student discipline referrals and implemented a "check-in/check-out" system for students with the most serious behavior concerns. After implementing a bus behavior incentive plan, we received no student discipline referrals from our bus drivers during the last six weeks of school.

Teachers participated in a year-long study of Professional Learning Communities, reflecting on teaching practices and embarking on more focused, collaborative efforts by working toward students' achievement goals. Teachers are developing formative and common assessments, using pacing guides to assist them in meeting student achievement goals. Through this process, learning opportunities provided to students will not vary depending upon the teacher, but all students will have access to the same content. We expect to realize improvements in the 2008–2009 school year, particularly in reading, and, with our efforts at continuous improvements, we anticipate greater achievement in the years to come.

Marie G. Watson, Principal
Patsy Amick, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	89	35
Percent satisfied with learning environment	97.3%	91.0%	94.1%
Percent satisfied with social and physical environment	97.3%	88.8%	97.1%
Percent satisfied with school-home relations	91.9%	89.9%	82.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	294	99	22.9	35	39.3	2.9	52.5	57.1	48.2	Yes	Yes
Gender											
Male	158	98.7	24.2	38.9	35.6	1.3	48.3	50	41.7	N/A	N/A
Female	136	99.3	21.4	30.5	43.5	4.6	57.3	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	237	98.7	20.6	34.2	43	2.2	53.9	59.6	60	Yes	Yes
African American	47	100	38.1	38.1	19	4.8	40.5	37.8	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	56	96.4	62.7	17.6	17.6	2	21.6	17.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	124	98.4	36.2	34.5	28.4	0.9	41.4	38.7	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	294	99.7	28.7	42.2	22	7.1	45	54.6	45.8	Yes	Yes
Gender											
Male	158	100	27.2	44.4	19.9	8.6	45	55.3	45.6	N/A	N/A
Female	136	99.3	30.5	39.7	24.4	5.3	45	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	237	99.6	25.2	44.3	23.9	6.5	47.8	57.7	59	Yes	Yes
African American	47	100	50	28.6	14.3	7.1	23.8	30.5	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37.5	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	56	98.2	61.5	23.1	11.5	3.8	23.1	20.3	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	124	100	41.5	35.6	17.8	5.1	33.9	36.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	194	99.5	33.2	28.8	21.2	16.8	38	50.3	35.7	95.9	96.1
Gender											
Male	106	100	28.3	31.3	22.2	18.2	40.4	51.7	37.4	96.1	96.1
Female	88	98.9	38.8	25.9	20	15.3	35.3	48.7	33.8	95.7	96.1
Racial/Ethnic Group											
White	154	99.4	28.9	30.9	22.1	18.1	40.3	53.7	49.2	96	96.1
African American	34	100	55.2	20.7	13.8	10.3	24.1	25.1	17	96	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	96.3	96.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	24.9	93.4	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	85.7	94.8
Disability Status											
Disabled	40	97.5	70.3	10.8	13.5	5.4	18.9	20	14	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	94.5	96.4
Socio-Economic Status											
Subsided meals	86	100	45.7	25.9	16	12.3	28.4	31.8	21.1	94.9	94.9

Social Studies

All Students	195	99.5	23.9	34.6	23.9	17.6	41.5	47.1	34	95.9	96.1
Gender											
Male	107	99.1	20.2	30.8	24	25	49	52	36.6	96.1	96.1
Female	88	100	28.6	39.3	23.8	8.3	32.1	41.9	31.3	95.7	96.1
Racial/Ethnic Group											
White	162	99.4	22.9	34.4	24.2	18.5	42.7	49.4	44.5	96	96.1
African American	28	100	34.6	34.6	23.1	7.7	30.8	29.2	19.1	96	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	96.3	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	28	27.5	93.4	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	85.7	94.8
Disability Status											
Disabled	31	96.8	53.6	21.4	17.9	7.1	25	21.6	14.4	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	30.5	27.3	94.5	96.4
Socio-Economic Status											
Subsided meals	85	100	33.3	37	22.2	7.4	29.6	28.2	21	94.9	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	179	98.9	14.8	31.4	45.6	8.3	53.8
	4	181	99.5	19.2	28.1	49.7	3	52.7
	5	177	100	22.9	48.8	27.1	1.2	28.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	96	100	23.1	33	38.5	5.5	44
	4	95	96.8	22.7	28.4	46.6	2.3	48.9
	5	103	100	22.8	42.6	33.7	1	34.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	179	99.4	23.1	47.9	25.4	3.6	29
	4	181	100	19	37.5	28.6	14.9	43.5
	5	177	100	21.7	52.4	19.3	6.6	25.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	96	100	23.1	52.7	16.5	7.7	24.2
	4	95	99	30	35.6	25.6	8.9	34.4
	5	103	100	32.7	38.6	23.8	5	28.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	92	98.9	25.9	44.7	20	9.4	29.4
	4	181	100	29.8	36.3	21.4	12.5	33.9
	5	89	100	40.2	32.9	12.2	14.6	26.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	32.6	34.8	17.4	15.2	32.6
	4	95	99	27.8	30	23.3	18.9	42.2
	5	50	100	43.8	20.8	20.8	14.6	35.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	87	100	11.9	41.7	33.3	13.1	46.4
	4	181	100	19	42.3	22	16.7	38.7
	5	88	100	34.5	38.1	13.1	14.3	27.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	97.9	8.9	42.2	33.3	15.6	48.9
	4	94	100	27.8	25.6	23.3	23.3	46.7
	5	53	100	30.2	43.4	17	9.4	26.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

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